

**A NEW VISION
FOR PROFESSIONAL DEVELOPMENT
UPDATE 2002**

**PREPARED BY
THE NEW JERSEY
PROFESSIONAL TEACHING STANDARDS
BOARD
AND
THE NEW JERSEY
DEPARTMENT OF EDUCATION**

A NEW VISION FOR PROFESSIONAL DEVELOPMENT
UPDATE 2002

TABLE OF CONTENTS

	<i>Page</i>
I. DISTRICT PROFESSIONAL DEVELOPMENT PLANNING MATERIALS	3
A. Framework for the District Professional Development Plan	4
B. District profile sheet	5
C. Local Professional Development Committee profile sheet	6
D. Appendix	7
i. Checklist	8
ii. Table of Contents	9
iii. Summary of changes	10
II. COUNTY PROFESSIONAL DEVELOPMENT APPROVAL PROCESS	11
A. County Review Form	12
B. Feedback Continuum	
i. Highlights of Feedback Continuum	13
ii. District Professional Development Plan Feedback Continuum	14
iii. District Professional Development Plan Comment Sheets	15
iv. Narrative of the Continuum	17
III. PROFESSIONAL DEVELOPMENT FRAMEWORK (WHAT COUNTS?)	19

**DISTRICT PROFESSIONAL
DEVELOPMENT PLANNING
MATERIALS**

FRAMEWORK FOR THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

SECTION 1 - DISTRICT PROFILE

- A. Fill in the required information on the professional development plan district profile sheet. Information required on this form is available from the school profile sheet at the top of each school report card.
- B. Fill in the required information on the local professional development committee profile sheet.
- C. Attach a copy of the school district's goals.

SECTION 2 - REFLECTION ON PREVIOUS YEAR'S PLAN

- A. Briefly summarize the positive aspects of your previous professional development program and explain how that program addressed the needs of staff and enhanced student learning.
- B. Briefly identify any challenges that your district may have encountered while implementing that plan.
- C. Based on your assessment of the previous professional development plan, explain how you will move forward in the development of the plan for next year.

SECTION 3 - DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

- A. Provide a narrative explaining how the LPDC assessed the professional development needs of the staff and addressed the learning needs of the students. The narrative should include a description of the methods used to gather information (i.e. focus groups, interviews, surveys of stakeholders, group activities, etc.).
- B. List the district's professional development needs.

SECTION 4 - DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

- A. Provide the district professional development vision statement. The vision should reflect New Jersey's Professional Development Standards and should emphasize the enhancement of student learning of the Core Curriculum Content Standards (CCCS). The vision statement may be revised as needed.
- B. List the district's professional development goals.

SECTION 5 - DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- A. Professional Development Opportunities - List the professional development opportunities that have been identified to implement the district's professional development plan.
- B. Resources - Identify the resources needed to implement the district's professional development plan. These resources may include professional development budget information, allocation of professional development time, district personnel consultants, inter/intra district partnerships, and community resources.
- C. Alignment - Explain how this professional development plan reflects the New Jersey Professional Development Standards and the CCCS, and how the plan aligns with the district's needs.

SECTION 6 - EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

- A. Explain how the LPDC plans to provide for ongoing evaluation of the implementation of the local professional development program. This description may include teacher and administrator evaluation of inservices and professional development activities, summaries of educator discussions about district professional development opportunities, and testimonials by individual educators regarding the implementation of new strategies and acquisition of new content knowledge.
- B. Describe how this plan builds on the previous district plan(s).

**PROFESSIONAL DEVELOPMENT PLAN
DISTRICT PROFILE SHEET**

Name of District: _____

District Code: _____

Address: _____

County: _____ County Code: _____ District Factor Group: _____

Chief School Administrator: _____

Type of District (check one):

K-5 ___ K-6 ___ K-12 ___ 7-12 ___ 9-12 ___ Other (specify) _____

List names of school buildings, grades, current student enrollment, and number of professional staff members:

Name of building	School Code	Grades	Enrollment	Number of professional staff members (all those who hold instructional or educational service licenses as child study team members)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

(include additional pages if needed)

District Name: _____ County: _____

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE PROFILE SHEET

Name of District: _____

County: _____

Names of Professional Staff Members Elected to Committee:

_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires (m/y)	_____ E-mail
_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires (m/y)	_____ E-mail
_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires (m/y)	_____ E-mail
_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires (m/y)	_____ E-mail

Names of Administrators Appointed to Committee:

_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires (m/y)	_____ E-mail
_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires (m/y)	_____ E-mail

Chairperson: _____

Phone: _____

Fax: _____

E-mail: _____

District Name: _____ County: _____

APPENDIX: FRAMEWORK FOR THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

- **CHECKLIST**
- **TABLE OF CONTENTS**
- **SUMMARY OF CHANGES**

District Professional Development Plan Checklist

Check to assure that all pieces of your plan are included. Use this sheet to check off each piece.

Required (√)	Form	Included (√)
√	Title Page (include district name and county)	
√	Table of Contents	
	Section 1	
√	District profile sheet	
√	Local Professional Development Committee profile sheet	
√	Copy of school district's goals	
	Section 2	
√	Summary of previous year's plan	
	Section 3	
√	Narrative of assessment process	
√	List of professional development needs	
	Section 4	
√	District vision statement	
√	List of district professional development goals	
	Section 5	
√	List of professional development opportunities	
√	Identification of resources	
√	Explanation of plan alignment	
	Section 6	
√	Explanation of ongoing evaluation	
√	Description of how plan builds on previous district plan(s)	

TABLE OF CONTENTS

This sheet serves as a format for a “Table of Contents” for the District Professional Development Plan.

Please submit pages of the district professional development plan to the county board in the following order:

1. DISTRICT PROFILE

- a. District Profile Sheet.....
- b. Local Professional Development Committee Profile Sheet.....
- c. Copy of School District's Goals.....

2. REFLECTION ON PREVIOUS YEAR'S PLAN

- a. Summary of the positive aspects of last year's district professional development program.....
- b. Identification of challenges district encountered in implementing the plan.....
- c. Plans for moving forward with professional development.....

3. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

- a. Narrative explanation of the process used by the LPDC to assess the professional development needs of the staff.....
- b. Listing of district professional development needs.....

4. DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

- a. District Professional Development Vision Statement.....
- b. List of District Professional Development Goals.....

5. DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- a. List of professional development opportunities.....
- b. Identification of resources needed to implement the plan.....
- c. Explanation of how the plan aligns with the NJ Professional Development Standards, the CCCS, and the district's needs.....

6. EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

- a. Explanation of how the LPDC intends to provide ongoing evaluation.....
- b. Description of how the plan builds on previous district professional development plan(s).....

***Pages must be numbered and correlate with the table of contents.**

District Name: _____ County: _____

**COUNTY PROFESSIONAL
DEVELOPMENT APPROVAL
PROCESS**

Date Plan Received _____
 Date Plan Reviewed _____
 Date Plan Approved _____
 Date Plan returned to district for revision _____

COUNTY REVIEW FORM
FOR LOCAL PROFESSIONAL DEVELOPMENT PLAN

District _____

County _____

	Completed		Comments
	Yes	No	
SECTION 1: DISTRICT PROFILE A. The district profile sheet is complete and attached. B. The local professional development committee profile sheet is complete and attached. C. The district's goals are attached.			
SECTION 2: REFLECTION ON PREVIOUS YEAR'S PLAN A. Summarize last year's plan.			

District Name: _____ County: _____

District Professional Development Plan **Highlights of the Feedback Continuum**

The attached Feedback Continuum replaces the County Checklist used by the County Professional Development Boards during the Developmental Year.

The Feedback Continuum is to be used as a standardized communication tool designed to reflect areas of strength and weakness in local district professional development plans throughout the state. Areas of weakness will be identified and will require revision by the Local Professional Development Committee. Areas of strength will be recognized as a foundation for future growth.

The Feedback Continuum was designed to:

- help all those involved in professional development to understand the expectations of various characteristics of an acceptable professional development plan.
- help Local Professional Development Committees (LPDC) develop a meaningful plan and gain an awareness of their own progress and competencies.
- provide a tool to help County Professional Development Boards (CPDB) in their roles of approving local plans and providing constructive feedback to Local Professional Development Committees.

The Continuum should be used to view plans in a comprehensive, not a fragmented manner. Although there are three columns in the ACCEPTABLE range (to the right of the bold line), each column indicates a relative position on the continuum. The goal, of course, is to strive for the target. However, it may be unrealistic to expect that every district will be able to reach the target during these early years of the Professional Development for Teachers Initiative. The column labeled REVISION(S) REQUIRED (to the left of the bold line) clearly indicates that some portion of the local plan is unacceptable and therefore needs additional attention. Should that be the case, the plan must be returned to the LPDC for revisions and then resubmitted to the CPDB for reconsideration.

In using the continuum, the LPDCs should:

- assess where the previous year's plan lies on the continuum and design the new plan to exhibit progress toward the target characteristics.
- design local plans that provide progressive challenges and opportunities for innovative professional development experiences.
- develop plans that are as closely aligned with target characteristics as possible.

In using the continuum, the CPDBs should:

- keep the review process grounded in the philosophy of a continuum, reflecting progression, elaboration, and changes in local district needs.
- provide feedback on weak and static areas, encouraging movement toward the target characteristics.
- design feedback for the LPDCs keeping in mind the CPDB's role as information couriers and supportive partners.

When used as a communication tool between the CPDB and the LPDCs, comments and feedback should help local committees examine their plan and encourage innovation and growth. Plans are only to be returned for revisions if dimensions of the plan fall in the "Revision(s) Required" range (to the left of the bold line).

DISTRICT PROFESSIONAL DEVELOPMENT PLAN FEEDBACK CONTINUUM

	<u>Revision(s) Required</u>	Acceptable → → → Good → → → → Target		
Needs Assessment	<ul style="list-style-type: none">Only Local Professional Development Committee (LPDC) and administrators participateNo evidence of needs assessmentNo data sources evident	<ul style="list-style-type: none">Only teachers participateSingle assessment strategyFew data sources evident	<ul style="list-style-type: none">Only school personnel participateSame assessment tools used with all stakeholdersSome data sources evident	<ul style="list-style-type: none">Wide range of stakeholders participateDiverse assessment strategies tailored to stakeholdersExtensive data sources evident
Professional Development Vision and Goals	<ul style="list-style-type: none">No attention to enhanced student learningNo reflection of professional development standardsNo alignment with district needs	<ul style="list-style-type: none">Some attention to enhanced student learning of Core Curriculum Content StandardsSome reflection of professional development standardsSome alignment with district needs	<ul style="list-style-type: none">Emphasis on enhanced student learningReflection of professional development standardsClosely aligned with district needs	<ul style="list-style-type: none">Emphasis on enhanced student learning of Core Curriculum Content StandardsStrong reflection of professional development standardsAlignment with district needs
Professional Development Opportunities	<ul style="list-style-type: none">No activities reflect Core Curriculum Content Standards (CCCS)No activities built on results of needs assessmentNo activities are continuous, sustained & job embeddedNo activities reflect collegial involvement of certified staff	<ul style="list-style-type: none">Some activities reflect attention to Core Curriculum Content StandardsSome activities built on results of needs assessmentSome activities are continuous, sustained & job embeddedSome activities reflect collegial involvement of certified staff	<ul style="list-style-type: none">Many activities reflect attention to Core Curriculum Content StandardsMany activities built on results of needs assessmentMany activities are continuous, sustained & job-embeddedMany activities reflect collegial involvement of certified staff	<ul style="list-style-type: none">All or most activities reflect attention to Core Curriculum Content StandardsAll or most activities built on results of needs assessmentAll or most activities are continuous, sustained & job embeddedAll or most activities reflect collegial involvement of certified staff
Evaluation	<ul style="list-style-type: none">No use of prior evaluation plan (in subsequent years)No evidence of evaluation (in subsequent years)No focus on impact on student learningNo focus on teachers' content knowledge and classroom practice	<ul style="list-style-type: none">Some use of prior evaluation planSome evidence of evaluationSome focus on impact of student learningSome focus on teachers' content knowledge & classroom practice	<ul style="list-style-type: none">Builds on some elements of prior evaluationFrequent evaluation throughout the yearFocuses on impact of student learningFocuses on teachers' content knowledge & classroom practice	<ul style="list-style-type: none">Built solidly on prior evaluation plansOngoing/continuous evaluation throughout the yearStrong focus on impact of student learningStrong focus on impact on teachers' content knowledge & classroom practice

District Name: _____ County: _____

DISTRICT PROFESSIONAL DEVELOPMENT PLAN FEEDBACK CONTINUUM

	<u>Revision(s) Required</u>	Acceptable → → → Good → → → → Target			
Needs Assessment	<ul style="list-style-type: none">Only Local Professional Development Committee (LPDC) and administrators participateNo evidence of needs assessmentNo data sources evident	<ul style="list-style-type: none">Only teachers participateSingle assessment strategyFew data sources evident	<ul style="list-style-type: none">Only school personnel participateSame assessment tools used with all stakeholdersSome data sources evident	<ul style="list-style-type: none">Wide range of stakeholders participateDiverse assessment strategies tailored to stakeholdersExtensive data sources evident	
Comments	<ul style="list-style-type: none">				
Professional Development Vision and Goals	<ul style="list-style-type: none">No attention to enhanced student learningNo reflection of professional development standardsNo alignment with district needs	<ul style="list-style-type: none">Some attention to enhanced student learning of Core Curriculum Content StandardsSome reflection of professional development standardsSome alignment with district needs	<ul style="list-style-type: none">Emphasis on enhanced student learningReflection of professional development standardsClosely aligned with district needs	<ul style="list-style-type: none">Emphasis on enhanced student learning of Core Curriculum Content StandardsStrong reflection of professional development standardsAlignment with district needs	
Comments					

District Name: _____ County: _____

DISTRICT PROFESSIONAL DEVELOPMENT PLAN FEEDBACK CONTINUUM

	<u>Revision(s) Required</u>	Acceptable → → → Good → → → → Target
Professional Development Opportunities	<ul style="list-style-type: none"> No activities reflect Core Curriculum Content Standards (CCCS) No activities built on results of needs assessment No activities are continuous, sustained & job embedded No activities reflect collegial involvement of certified staff 	<div> <ul style="list-style-type: none"> Some activities reflect attention to Core Curriculum Content Standards Some activities built on results of needs assessment Some activities are continuous, sustained & job embedded Some activities reflect collegial involvement of certified staff </div> <div> <ul style="list-style-type: none"> Many activities reflect attention to Core Curriculum Content Standards Many activities built on results of needs assessment Many activities are continuous, sustained & job-embedded Many activities reflect collegial involvement of certified staff </div> <div> <ul style="list-style-type: none"> All or most activities reflect attention to Core Curriculum Content Standards All or most activities built on results of needs assessment All or most activities are continuous, sustained & job embedded All or most activities reflect collegial involvement of certified staff </div>
Comments	<ul style="list-style-type: none"> 	
Evaluation	<ul style="list-style-type: none"> No use of prior evaluation plan (in subsequent years) No evidence of evaluation (in subsequent years) No focus on impact on student learning No focus on teachers' content knowledge and classroom practice 	<div> <ul style="list-style-type: none"> Some use of prior evaluation plan Some evidence of evaluation Some focus on impact of student learning Some focus on teachers' content knowledge & classroom practice </div> <div> <ul style="list-style-type: none"> Builds on some elements of prior evaluation Frequent evaluation throughout the year Focuses on impact of student learning Focuses on teachers' content knowledge & classroom practice </div> <div> <ul style="list-style-type: none"> Built solidly on prior evaluation plans Ongoing/continuous evaluation throughout the year Strong focus on impact of student learning Strong focus on impact on teachers' content knowledge & classroom practice </div>
Comments	<ul style="list-style-type: none"> 	

District Name: _____ County: _____

District Professional Development Plan- Narrative of the Continuum

Introduction

This fall, county professional development boards will begin reviewing district professional development plans for the 2003-2004 school year. During the developmental year, plan approval was contingent upon submission of a complete plan and county boards provided direction for plan improvement through feedback. The Professional Teaching Standards Board has worked to provide county boards with more support and direction by creating a feedback continuum for use in the coming year. This narrative will provide further help by:

- Outlining what constitutes plan approval;
- Providing expanded discussion of the plan dimensions; and
- Defining critical terminology.

Plan Approval for 2003-2004

A plan that requires revision of any indicator in any dimension (Vision Statement and Goals, Needs Assessment, Opportunities, Evaluation) must be returned so that the deficiency can be corrected. It is possible that a plan could need revision in only one of the four dimensions. Only the dimension or dimensions that require revision based on the continuum must be revised and reviewed again by the county professional development board for plan approval.

A critical role for county boards is to provide feedback that stresses each plan's strengths and helps districts build on those strengths while providing feedback to correct deficiencies. The goal is continuous improvement. The feedback continuum is designed to help county boards show districts the critical attributes of high quality professional development plans, giving them guidance toward continuous growth.

The timelines for this process will follow last year's schedule with alternate timelines as needed to build in time for needed revisions so that all district professional development plans are fully approved not later than the end of July 2003.

Plan Dimensions: Vision Statement & Goals

An exemplary (target) plan has a clear vision focused on staff professional development as vital to enhancing student learning. It should be evident that a district has read and made use of the Professional Development Standards to begin expanding beyond the traditional "sit and get" workshops that offer no follow-up to actually implement skills that improve classroom practice. An exemplary (target) vision statement will provide a district's vision for professional development in language that is clear, concise and readily understandable. Similarly, a district's professional development goals will carry the vision into a list of attainable action steps the district will implement through their plan.

Plan Dimension: Needs Assessment

An exemplary (target) plan will have a thorough needs assessment which gathers input from a wide range of stakeholders... not just teachers and administrators, but also students, parents, the local board of education and community members. An exemplary (target) needs assessment will develop

questions and strategies unique to each of these groups that will elicit needed information to drive the plan's focus and determine priorities for professional development efforts. An exemplary (target) needs assessment will go beyond surveys to look at many sources of data: standardized test scores; classroom tests and student work; absenteeism and discipline records; student mobility; staff turnover and other pertinent information that will help to ascertain how best to utilize professional development resources for maximum benefit.

Plan Dimension: Professional Development Opportunities

An exemplary (target) plan will offer professional development opportunities beyond traditional in-service days that occur a few times a year. Research has confirmed repeatedly that such "one-shot" opportunities without meaningful follow-up do not improve classroom practice or contribute to increased student learning. The Professional Development Standards provide an excellent guide to those activities and areas of study that are most likely to lead to increased professional skill in content knowledge and teaching practice. Exemplary (target) professional development opportunities will be those where planned activities thoroughly incorporate the Core Curriculum Content Standards and the results of the district's needs assessment. Such activities will be ongoing (such as study groups, curriculum writing and mapping, peer coaching) and directly related to each professional's primary job responsibilities. They will offer professionals the opportunity for collegial dialogue and collaborative work in the context of striving for continuous improvement in their practice. An exemplary (target) plan acknowledges that no one activity, speaker, or approach fits every need, and provides for a wide variety of choices grounded in adult learning theory. It balances the needs of groups and individuals and provides for shared decision-making as to the scope, sequence and delivery of professional development activities and opportunities.

Plan Dimension: Evaluation

The goal is continuous improvement. Exemplary (target) plans will provide clear and compelling evidence that they are measuring the results of their professional development efforts. This is not a "once a year" event but an ongoing activity within the cycle of planning and participating in professional development opportunities. A target evaluation will build on the work of the past using a variety of feedback formats and mechanisms to examine the impact of professional development activities on student learning and on teachers' content knowledge and classroom practice. An exemplary (target) evaluation plan will provide clear direction for future professional development efforts in the ongoing quest for continuous improvement.

**PROFESSIONAL DEVELOPMENT
FRAMEWORK
(WHAT COUNTS?)**

Professional Development Framework (What Counts?)

Revised – July 2001

In order to meet the Required Professional Development for Teachers Regulations (*N.J.A.C. 6:11-13.1-6.11-13.6*), all professional development opportunities must be delineated in an educator's Professional Improvement Plan (PIP) and must be consistent with the preamble and standards developed by the New Jersey Professional Teaching Standards Board (PTSB) and approved by the Commissioner of Education. Only professional development activities that conform to the professional development standards and the PTSB mission, and that are clearly outlined in the educator's PIP, will be credited toward required hours of professional development.

It is the intention of the Commissioner and the PTSB to provide flexibility and guidance to ensure credibility for meaningful professional development through a variety of ongoing and supported district activities. Therefore, the genesis for planning should be a balance of the varieties of professional development opportunities that produce a valuable experience for the participant and culminate in enhanced student learning. Therefore, the PTSB encourages educators to avail themselves of professional development opportunities, which encompass as many categories of professional development as possible within each five-year cycle.

The PTSB strongly recommends that educators design their personal professional development to include district inservice and activities related to their professional development goals with a focus on content knowledge and methods of enriching and broadening pedagogy. The PTSB also recommends that individuals create a plan that:

- * is unique to their specific needs;
- * considers school and district goals; and
- * is balanced over time among a variety of professional development experiences.

There are two interdependent methods for accomplishing the requirements for professional development. These include the approved district professional development plan and an individual's professional improvement plan (PIP).

This framework shall be applied and interpreted in the context of the definitions of terms appended to this document.

The PTSB has currently identified the following general categories of professional development:

1. Formal courses, offered on or off line, and conferences (including, but not limited to, workshops, seminars, institutes, and/or such programs) sponsored by colleges and universities, district boards of education, professional associations, training organizations or other entities approved through the local district plan process or as part of the provider registration system. Such activities shall accrue hour-for-hour for professional development credit.
2. Courses, seminars, or other activities which are required for maintenance of licenses or certificates issued by professional organizations or government entities (for example, social workers, nurse). Such activities shall accrue hour-for-hour for professional development credit. In instances where the same course must be taken twice within the five-year period, please note that the hours will count only once toward fulfilling the continuing education requirement.
3. The process of developing curriculum focused on the Core Curriculum Content Standards, including, but not limited to, research, writing, and revision. Such activities shall accrue hour-for-hour for professional development credit.
4. Activities that support and/or enhance the profession including, but not limited to, grant writing, mentoring a preservice teacher or a novice teacher, professional service on boards or committees,

and teaching a course or workshop. Please note that the total number of hours that can be accrued for these activities is 75 out of the 100 required hours.

The following provides the number of hours that can be accrued in various activities that serve the profession:

- a. The total number of hours for service on boards/committees will not exceed ten (10) hours per year of professional development credit, provided that such service is identified in the PIP with the specific goals of the experience outlined therein.
 - b. A mentor or cooperating teacher will accrue one hour of professional development credit for each week of supervision. An educator who works with a preservice teacher or a team of preservice teachers in a junior practicum will earn three professional development hours per semester.
 - c. In addition to the actual clock hours spent in delivery of the first presentation, presenters or teachers of courses or workshops will accrue professional development hours on the basis of two hours of preparation time for every hour of delivery time. The teaching or presenting of the same or a similar course or workshop will count only once in a five-year cycle.
5. Independent professional studies including, but not limited to, action research, study groups, sabbaticals, fellowships, internships, teacher exchanges, textbook review, portfolio development, online workshops or programs, and contributions to professional literature. If an individual decides to develop such an independent study, he/she must adhere to the following procedures:
- a. The individual's PIP must include a written rationale demonstrating how his/her proposed plan is consistent with the state standards for professional development.
 - b. The individual and his/her immediate supervisor must discuss the projected number of hours which will be spent in such study.
 - c. Over the course of the independent study, the staff member will maintain a log of actual hours completed.

RELATED IMPLEMENTATION ISSUES

Teachers on Leave

A teacher on leave for one year or less has the option to accrue professional development hours if: (a) the teacher has a PIP for the school year; (b) the teacher and the supervisor have signed off on the PIP; and (c) the teacher has delineated the potential professional development opportunities.

Part-Time Teachers

A part-time teacher is required to accrue 50 hours of professional development within each five-year cycle. A part-time teacher is defined as one who is employed on a regular basis for the school year, but for less than the full school day or week.

The following formula will be used to handle cases where teachers move back and forth between full- and part-time employment within these five years.

The formula is the calculation of part-time work added to full-time work: $x/5 \times \# \text{ hours required in five years} = \text{total number of hours required of that teacher}$. For example, the number of hours a teacher who is part time for three years and full time for two years would be calculated as follows: $(3/5 \times 50 = 30) + (2/5 \times 100 = 40) = 70$ total hours required.

Full-Time Teachers Released for Local Education Association Responsibilities

Full-time teachers serving as full-time local education association presidents should be considered “teachers on leave” and should follow the procedures for these teachers.

Validation of Professional Development

Validation of completion of professional development can be a transcript from a college or university, the certificate issued by a registered provider, or an attendance record signed by the chairperson or facilitator of a committee. This information will be recorded and documented on the Record of Professional Development Hours.

Provisionally Certified Teachers

All active teaching staff members holding standard instructional or educational services licenses are required to fulfill this requirement. The regulations do not apply to provisionally certified teachers (*As stated in Commissioner of Education’s letter - Sept. 5, 2000*).

Appendix: Definitions of Terms

- Action research – Educators work collaboratively to form questions about their professional practice; to collect, analyze, and interpret data; to draw conclusions about their practice; and to use the results of this research to enhance and improve their professional practice.
- College credit hour - One hour of college credit is equal to 15 hours of professional development credit.
- Committee work – Service on a school, district or county/state level work group in which educational improvement is the focus.
- Cooperating teacher – A cooperating teacher is an individual who supervises or guides a preservice teacher during his/her student teaching, internship, or practicum experiences.
- Curriculum development – Including but not limited to research, writing, and revision.
- Independent study – An independent professional development project related to an individual's job and the Core Curriculum Content Standards developed by an educator with approval by his/her supervisor.
- Mentor – A mentor is an individual who works with a teaching staff member during the induction process.
- Preservice teacher – A student in an approved teacher education program.
- Study groups – Group members design and implement a program to study a particular issue and its impact on their class, school district, or on education in general.